

English Progression Ladder

Pitmaston Primary School



This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in English, throughout their primary education at Pitmaston Primary School.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Vocabulary is built upon each year, whilst still allowing prior language to be referred to across the key stages.

Nursery

- Understand the five key concepts about print: - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - print has meaning
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately

Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Year 1 Writing Progression

'Pupils will be developing the physical skill needed for handwriting, and learning how to organise their ideas in writing. They should build on work from the early years foundation stage, making sure that they can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.'

Planning, Evaluating and Editing	Text Construction	Punctuation Conjunctions	Spellings (Transcription)	Vocabulary and terminology	Handwriting
Planning (Composition)	Sentence Level	Use some capital letters and full stops, question marks or exclamation marks in work correctly.	Know some sounds can be spelled in different ways using different letters.	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark phoneme grapheme trigraph digraph blend fluency	Form lower-case letters in the correct direction, starting and finishing in the right place. Sit and hold a pencil correctly. Leave spaces between words. Form most capital letters
Write sentences by: Saying out loud what they are going to write about Compose a sentence orally before writing it sequencing sentences to form short narratives. Discuss what has been written with the teacher or other pupils	Write a narrative about own and others' experiences (real and fictional), after discussion with the teacher: Know that words can be put together to build sentences. Write sentences by saying out loud what they are going to write. Know the names of all the letters of the alphabet in order.	Add together two sentences using the conjunction 'and', but , or Use some question marks in work correctly.	Spell most of the phonic word list accurately. Spell many common exception words (Year 1 list). Spell the days of the week Spell many words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper and use them correctly.		Form most lower-case letters of the correct size relative to one another in some writing Begin to use the diagonals and horizontal strokes needed to join letters in some writing understand which letters belong to which handwriting 'families'
Evaluating	Text Level	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes, and spell them correctly		
Discuss what has been written with the teacher or peers. Re-read what has been written to check that it makes sense	Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Discuss favourite words and phrases Sequence sentences to form short narratives				
Editing					
Check sentences make sense by re-reading them.					
Spoken Language					
sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills develop the skill of blending sounds into words for reading and establish the habit of applying this skill when encountering new words. Read aloud their writing so peers and the teacher can hear.					

Year 2 Writing Progression

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down.

Planning, Evaluating and Editing	Text Construction	Punctuation Conjunctions	Spellings (Transcription)	Vocabulary and terminology	Handwriting
Planning (Composition)	Sentence Level	Use question marks correctly when required Using co-ordination (or / but / and) to join clauses Using some subordination (when/if/that/because) to join clauses Learning the possessive apostrophe (singular) for example <i>'the girl's book.'</i>	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others Spelling many common exception words Learning to spell some more words with contracted forms Adding suffixes to spell some words correctly within their writing. E.g. -ment, -ness, -full, -ly, -less Distinguishing between homophones and near homophones e.g. where / were.	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Using spacing between words that reflect the size of the letters Using the diagonal and horizontal strokes needed to join some letters
Plan or say out loud what they are going to write about Write down ideas / key words, including new vocabulary.	Write simple, coherent narratives about personal experiences and those of others (real or fictional).				
	Write about real events, recording these simply and clearly				
	Demarcate most sentences with: capital letters and full stops				
	Shape and write simple poetry				
	Write with increasing accuracy for for different purposes				
Evaluating	Use expanded noun phrases to describe and specify.				
	Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.				
	Evaluate writing with the teacher and pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Develop positive attitude and stamina for writing by writing and performing poetry. Learn how to use sentences with different forms: statement, question, exclamation and command. Learn how to use exclamation marks, commas for lists and contracted forms. (can't) Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar within writing			
	Editing	Text Level			
Re-read their work to check that it makes sense and check for spelling, grammar and punctuation errors. Make simple additions, revisions and proof reading corrections to their own writing	Using present and past tense mostly correctly and consistently				
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]				
Spoken Language					
Read aloud what they have written with appropriate intonation to make the meaning clear.					

Year 3 Writing Progression

'write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.'

Planning, Evaluating and Editing	Text Construction	Punctuation Conjunctions	Spellings (Transcription)	Vocabulary and terminology	Handwriting
Planning (Composition)	Sentence Level	Begin to use inverted commas to punctuate direct speech.	Use some prefixes and suffixes with understanding.	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	Know which letters are appropriate to join and use the correct diagonal and horizontal strokes
Draft work into simple paragraphs Organise writing by using headings and sub-headings (non-narrative texts) Organise writing using different simple settings, characters and plot.	Use a variety of sentences in writing e.g. statements, exclamations, questions and commands. Begin to use fronted adverbials.	Extend sentences using a range of conjunctions (when/if/because/although)	Spell an increasing number of homophones.		
Plan writing by looking at similar texts that have written before - discussing the structure and vocabulary.	Know when to use 'a' or 'an' depending on what the next word begins with.	Know how to use the possessive apostrophe accurately in words (e.g. girls' boys')	Spell some words from the common exception list. (year 3/4)		Most handwriting is legible and joined with all letters the same height and the correct distance apart from each other.
Discuss and use ideas to plan writing.	Use the present perfect tense (have/has) correctly in writing.	Make some correct use of commas around clauses	Understand word families and how they are related e.g. solve, solution, solver.		
Evaluating	Write simple sentences from memory that have been dictated, using the correct punctuation.	Use commas after fronted adverbials	Use the first two or three letters of a word to check its meaning when using a dictionary.		
Assess and edit their work and that of others and add improvements to the writing.	Know and explain the following: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, inverted comma.				
Editing	Text Level				
Finish a piece of work, reading through to correct spelling and punctuation errors if present.	Discuss words and phrases that capture the reader's interest and imagination				

Spoken Language

Read writing aloud to an audience in an interesting and clear manner e.g. clear intonation and control of tone and volume.
Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Year 4 Writing Progression

'Develop as writers enhancing the effectiveness of their writing as well as increasing their competence. Pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.'

Planning, Evaluating and Editing	Text Construction	Punctuation and Grammar	Spellings (Transcription)	Vocabulary and terminology	Handwriting
Planning (Composition)	Sentence Level	Use mostly correctly, the following: Determiner (the , a, an, this, some)	Use a range of prefixes and suffixes (Read Write Inc units will support the teaching of this).	determiner	Handwriting is legible,
Organise my writing by using headings and subheadings Plan writing using similar texts, discussing the structure and vocabulary. Discuss, record then use their ideas to plan the content of their writing.	Create interesting narratives using different settings, characters and plot.	Pronoun (he, she, I , you, they)	Write Inc units will support the teaching of this).	pronoun,	consistent and
	Ensure they use the consistent and correct use of tense throughout a piece of writing.	Possessive pronoun (mine, his, hers, theirs)	the teaching of this).	pronoun	joined with all
	Use nouns and pronouns appropriately to avoid repetition.	Adverbial phrases e.g. later that day... bravely... down in the...	the teaching of this).	adverbial	letters the same height
	Use a variety of subordinating and co-ordinating conjunctions accurately to link sentences and paragraphs	Use fronted adverbials in writing including the accurate use of commas (Later that day, After the sun went down,).	the teaching of this).		and correct distance apart.
	Write simple sentences from memory that have been dictated to me using the correct punctuation (Read Write Inc – dictation exercise).	Use inverted commas (Later that day, After the sun went down,).	Spell most words correctly (Year 3 /4 spelling list).		
Evaluating		Make some correct use of commas to structure sentences and to indicate clauses.	Spell words that are often misspelt including homophones		
Assess others' work adding improvements where appropriate. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		Know and use the possessive apostrophe accurately in words with regular and irregular plurals	Use the first two or three letters of a word to check its meaning in a dictionary.		
Editing	Text Level	Use inverted commas accurately in writing			
Proof-read work to correct spelling and punctuation mistakes. Edit written work to improve the use of grammar and vocabulary including accurate use of pronouns	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Understand and use accurately apostrophes to show possession (The girl's name, the boys' boots).			
	Use appropriate, challenging and adventurous vocabulary across a range of genres				
Spoken Language					
Read out their writing to an audience in an interesting and clear manner (Spoken language posters). Compose and rehearse sentences orally using an increasing range of sentence structures and richer vocabulary within their writing. Understand that they do not always write down how they speak to people (Grammatically accurate using standard English e.g. <i>'we were going NOT we was going'</i>).					

Year 5 Writing Progression

'During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension'

Planning, Evaluating and Editing	Text Construction	Punctuation and Grammar	Spellings (Transcription)	Vocab / terminology	Handwriting
Planning	Sentence Level				
<p>Use some headings, bullet points and underlining to structure and guide a reader through my writing</p> <p>Plan the structure of my writing by identifying the audience for my text and the purpose of the writing</p> <p>Plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</p> <p>Plan my writing by considering how other authors have developed characters and settings.</p>	<p>Use the consistent and correct use of tense throughout a piece of writing, using different verb forms mostly accurately.</p> <p>Ensure the correct subject and verb agreement when using singular and plural (e.g 'we were' instead of 'we was').</p> <p>Describe and develop settings, characters and the narrative atmosphere, including the use of dialogue.</p> <p>Precis a longer passage to create a short text with the same meaning.</p>	<p>Understand and make some correct use of brackets, dashes or commas to indicate parenthesis</p> <p>Use and understand modal verbs (such as can/could, may/might, must, will/would,) to explain how something might be possible.</p> <p>Make some correct use of commas to structure sentences and clarify the meaning of a text</p> <p>Use correctly in most writing the following: Relative pronoun (e.g. who, which, where, when and whose).</p> <p>Cohesive devices (conjunctions, adverbials, pronouns and synonyms).</p>	<p>Spell some words correctly (5/6).</p> <p>Spell some words that include silent letters, such as knight, psalm and solemn.</p> <p>Use a dictionary to check how words are spelled and what words mean.</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>handwriting is legible and pupils decide whether or not to join specific letters</p>
Evaluating					
<p>Evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</p>		<p>Understand and can use, mostly accurately: Hyphen. Inverted commas, colon.</p>			
Editing	Text Level				
<p>Proof read for spelling and punctuation errors</p> <p>Assess the effectiveness of their own writing and others, proof reading for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p>Use a thesaurus to improve vocabulary use, using a wider set of different words in their text.</p>	<p>Select the appropriate form and formality of writing, and use similar examples to help shape their work</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Link ideas across paragraphs using adverbials of time, place and number tense choices</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</p>			
Spoken Language					
<p>Perform my work, such as reading aloud, ensuring it is fluent and uses appropriate intonation and that the meaning is clear.</p> <p>Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</p>					

Year 6 Writing Progression

'By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar'

Planning, Evaluating and Editing	Text Construction	Punctuation and Grammar	Spellings (Transcription)	Vocab / terminology	Handwriting
Planning	Sentence Level				
Plan carefully and write effectively for a range of purposes and audiences, selecting the language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).	<p>In narratives describe settings, characters and atmosphere</p> <p>In narratives, integrate dialogue to convey character and advance the action</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</p> <p>Use verb tenses consistently and correctly throughout their writing</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Use passive verbs to affect the presentation of information in a sentence. (The dog was being walked by his owner.)</p>	<p>Spell most words correctly *from the year 5 and 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p>
Evaluating	Text Level				
Evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Precis a longer passage to create a short text with the same meaning.</p>	<p>Use the perfect form of verb to mark relationships of time and cause. (He has slept all day.)</p>			
Editing	Text Level				
Assess the effectiveness of their own writing and others, proof reading for spelling and punctuation errors.	<p>Link ideas across paragraphs using a wider range of cohesive devices: (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Use appropriately a range of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Distinguish between the language of speech and writing and chose the appropriate register</p>	<p>Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p>	<p>Understand verb prefixes e.g. dis- de- mis- over- and re-.</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</p>		
Spoken Language					
Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.					

